

Maximizing Human Capital By Enhancing Teaching Capacity

*How the Fort Lee Public Schools
Plan to Achieve Teacher Effectiveness*

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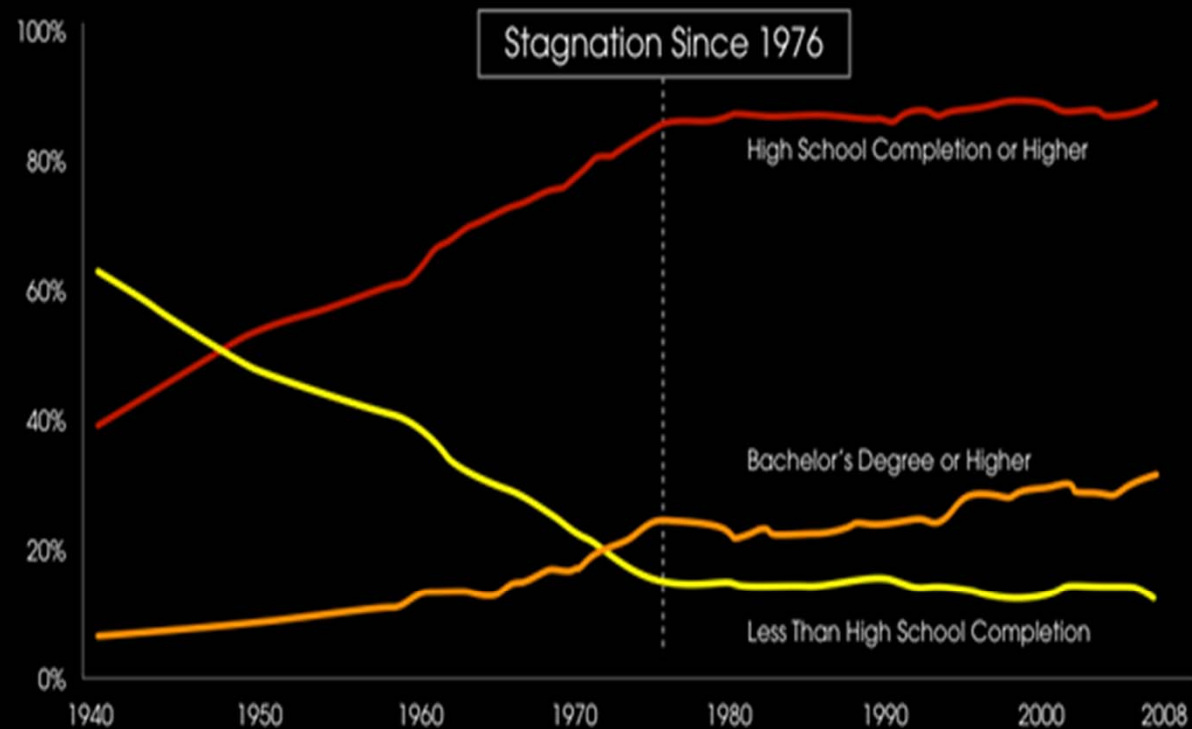
Educator Evaluation in NJ

How did we get *here*?



Despite a doubling of spending since the mid-1970s, average educational attainment has stagnated.

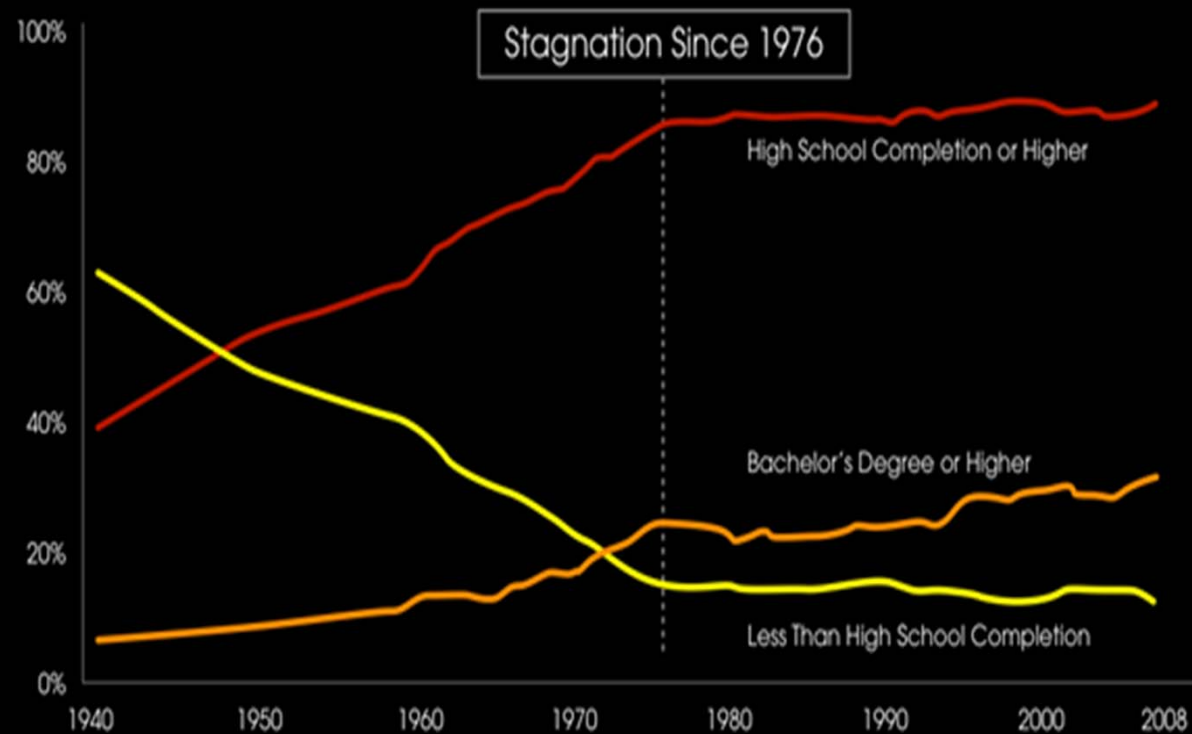
Percentage of persons 25-29 years old, by highest level of educational attainment.



Source: Digest of Education Statistics, 2008, pg. 13.

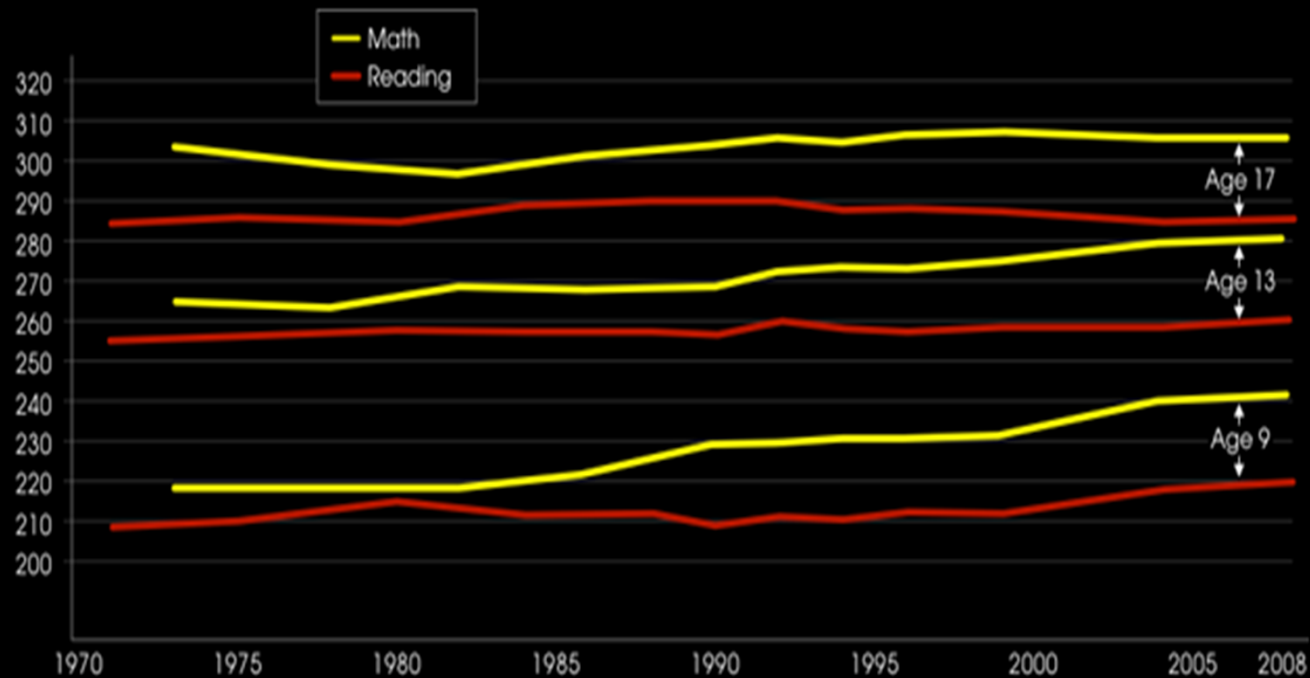
Despite a doubling of spending since the mid-1970s, average educational attainment has stagnated.

Percentage of persons 25-29 years old, by highest level of educational attainment.



Source: Digest of Education Statistics, 2008, pg. 13.

NAEP scores have stagnated as well.



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971–2008 Long-Term Trend Reading Assessments.

Schools that serve adults, not students

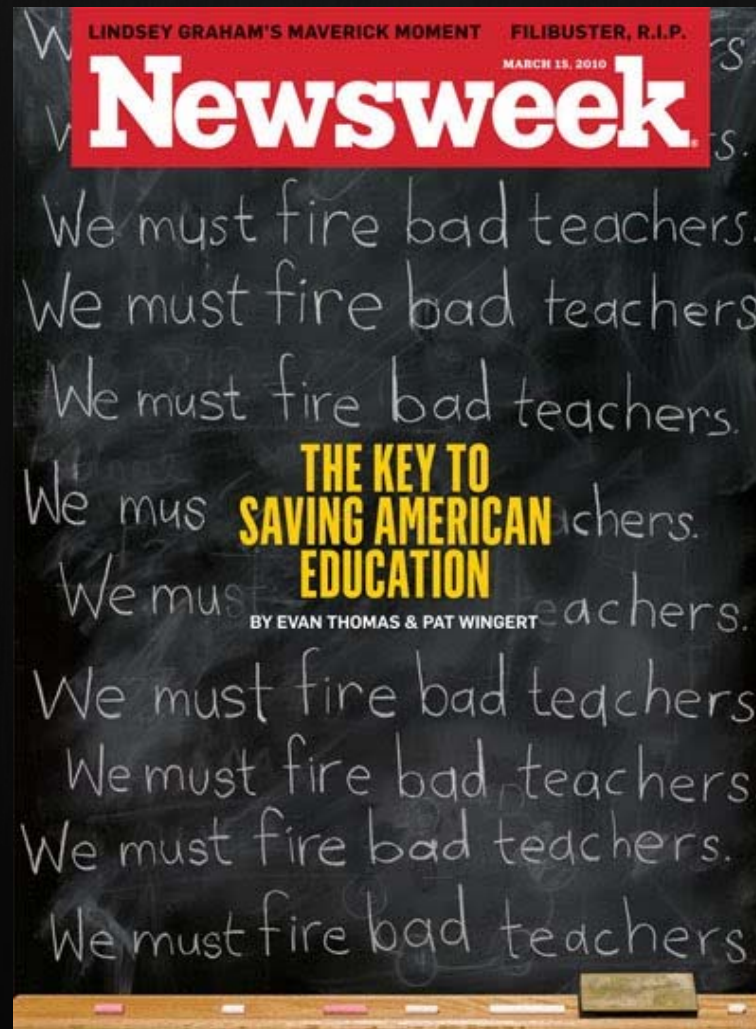
- In another study (The Widget Effect, <http://widgeteffect.org>) of 12 districts in four states:
 - 81% of administrators and 58% of teachers said there was a tenured teacher in their school who was performing poorly, and 43% of teachers said there was a tenured teacher who should be dismissed for poor performance, yet...
 - Fewer than 1% of teachers were rated unsatisfactory
 - At least half of the districts had not dismissed a single non-probationary teacher for poor performance in the previous five years
 - 41% of administrators reported that they had never denied tenure to a teacher or “non-renewed” a probationary teacher

Sources: www.thehiddencostsoftenure.com, [Unintended Consequences](#), The New Teacher Project, 11/05, [The Widget Effect](#), The New Teacher Project, 6/09.

-28-



So, the solution must be easy...



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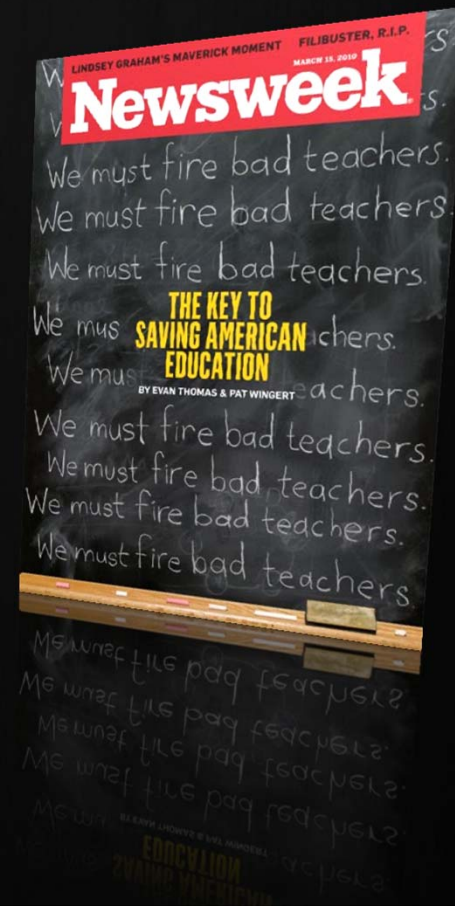
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Educator Evaluation in NJ

How did we get here?

The magazine featured an opinion piece entitled, “Why We Must Fire Bad Teachers” explaining that in no other profession are workers so insulated from accountability.



Educator Evaluation in NJ

How did we get here?

Essentially, the article stated:

- School failures are the teachers' and their unions' fault;
- Much of the ability to teach is innate; and
- Firing "the really bad teachers" would do much to restore respect to the profession.



Educator Evaluation in NJ

How did we get here?

The authors failed to acknowledge what actually creates good teachers:

- Adequate preparation and expectations
- Knowledge of pedagogy
- Support from colleagues & supervisors
- On-going professional development

Educator Evaluation in NJ

Excellent Educators for New Jersey (EE4NJ)

EE4NJ initiative to pilot a new teacher evaluation system in several LEAs in the 2011-2012 school year.



Based on the recommendations of the *New Jersey Educator Effectiveness Task Force Report*, released in March 2011, the new evaluation system will provide meaningful, actionable feedback to teachers and school and district leaders as they strive to help all students achieve success.

<http://www.state.nj.us/education/educators/effectiveness.pdf>

Educator Evaluation in NJ

Measures of Effective Teaching (MET)

In January 2012, the Bill and Melinda Gates Foundation released new findings from Measures of Effective Teaching (MET) initiative, a research project of unprecedented scope involving 3,000 teachers in six school districts across the country.

The findings explain the need to develop research-based evaluation systems that could unleash the untapped potential in the nation's teaching force.



Educator Evaluation in NJ

'MET' Made Simple

The New Teacher Project's (TNTP) companion guide to the report, *'MET' Made Simple*, outlines the most important findings, along with implementation recommendations based on their experience helping states and urban school districts across the country improve teacher evaluation systems.



http://tntp.org/assets/documents/TNTP_METMadeSimple_2012.pdf

Educator Evaluation in NJ

'MET' Made Simple

Key Points Include:

- Teachers generally appear to be managing their classrooms well, but are struggling with fundamental instructional skills
- Although classroom observations can give teachers valuable feedback, current structures are of limited value for predicting future performance
- Evaluations that combine several strong performance measures will produce the most accurate results



Educator Evaluation in NJ

'MET' Made Simple

Implications for you and me:

- Infrequent classroom visits are the predominant approach for assessing teachers, they are woefully insufficient; we need to change.
- Teaching is complex and multifaceted; it draws on a broad array of professional skills.
- We must implement a fair, consistent approach to evaluation that gives schools and teachers the best possible information on a regular basis.



Educator Evaluation in NJ

Rethinking Teacher Evaluation in Chicago Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation

Released in November 2011, summarizes findings from a two-year study of Chicago's Excellence in Teaching Pilot designed to drive instructional improvement



<http://ccsr.uchicago.edu/publications/Teacher%20Eval%20Report%20FINAL.pdf>

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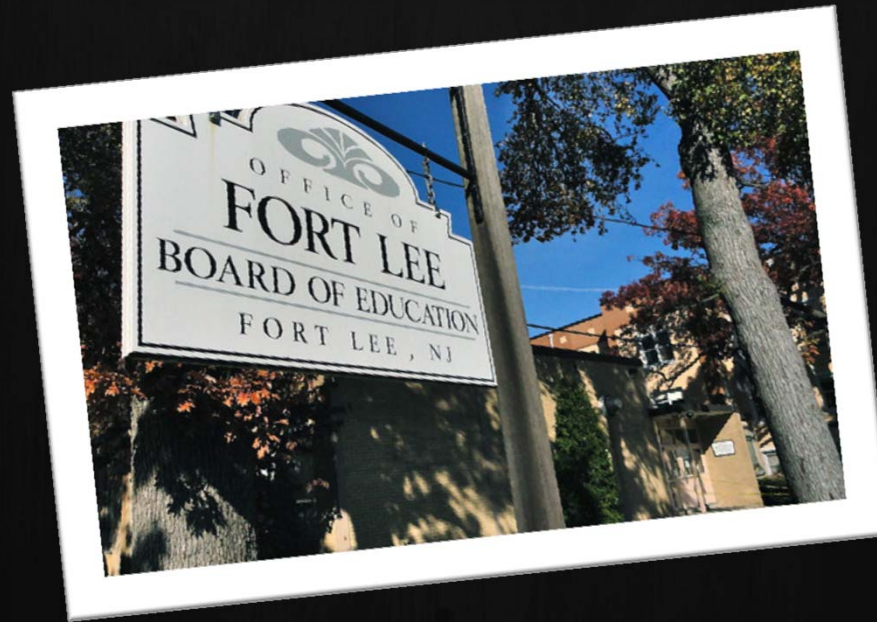


Educator Evaluation in NJ

Rethinking Teacher Evaluation in Chicago Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation

The study consisted of:

- Training and support for principals and teachers
- Principal observations of teaching practice conducted twice a year using the Charlotte Danielson *Framework for Teaching*
- Conferences between the principal and the teacher to discuss evaluation results and teaching practice



So what about *Fort Lee*?

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Our Goals

»» Teacher Effectiveness

»» Student Achievement

»» Technology Integration

»» Budget Sensitivity



Our Obstacles

» Walkthroughs?

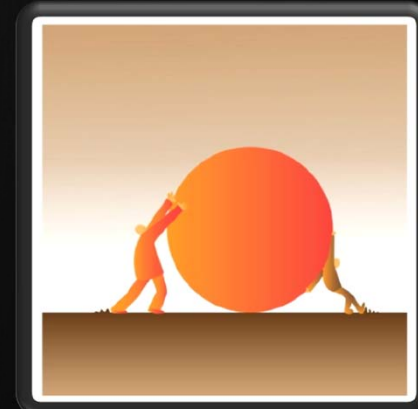
» All teachers received “valentines”

» Time

» Inter-rater Variability

» Xenophobia & Technophobia

» Reduced PD Budget



The Plan

1. Digitize walkthroughs using the iPad to:

- Be able to view teacher data
- Complete more walkthroughs
- Provide teacher data to go along side student data



2. Offer effective professional development within budget and online

The Research

Researched leading companies who offer walk-throughs:



The Research

Researched leading companies who offer online PD



Teachscape vs. McREL

Teachscape CWT	McREL	• Why Care?
User friendly and easy to use	Clunky and hard to use. Not user friendly	<ul style="list-style-type: none"> Walkthroughs are only going to happen if they are easy to do
Developed and offered by Teachscape	Developed by Media X, Offered By McREL	<ul style="list-style-type: none"> Do not have to worry about a third party company
Training offered by internal Teachscape Team	Training sold by McREL and completed by Media X	<ul style="list-style-type: none"> Training done by experts that have been hired and trained exclusively by Teachscape
Standard protocol integrates Marzano with Bloom (Bloom's Taxonomy), Schlechty (Scale of student engagement) and Tomlinson (Tomlinson's framework for differentiation)	McREL power walkthrough focuses on Marzano's strategies from Classroom Instruction that Works ONLY	<ul style="list-style-type: none"> More survey options Better research
Self-load your own custom protocols	Very difficult to develop your own surveys, tend to need customer support	<ul style="list-style-type: none"> No hindrance to make as many surveys as you want
Most widely used observation system in the nation (used statewide by PA, FL DOE, AR DOE, large scale in Ohio, Washington, etc.)	Second-tier solution, NO state contracts, NO large district contracts	<ul style="list-style-type: none"> CWT is proven, scalable, etc.
Teachscape CWT costs: <ul style="list-style-type: none"> Year 1: \$800 a school / unlimited users Year 2: \$500 a school / unlimited users 	McREL pricing: <ul style="list-style-type: none"> - \$500 per site connection fee - \$250 per user license fee - \$45 per participant materials fee 	<ul style="list-style-type: none"> Cost effective better product Do not have to saddle your budget Allow for peer and coaching walkthroughs

Teachscape vs. iObservation

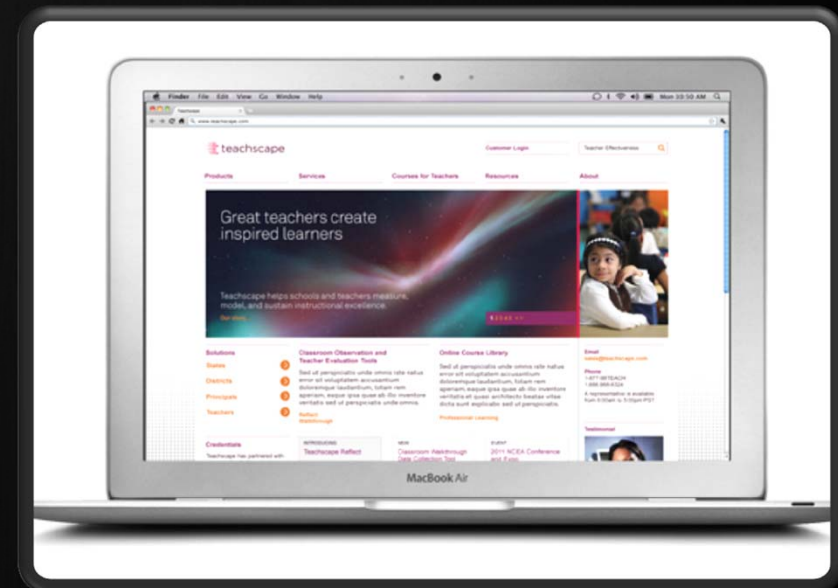
Teachscape CWT	iObservation	Why Care?
User friendly and easy to use	Complicated and unwieldy	<ul style="list-style-type: none"> Walkthroughs are only going to happen if they are easy to do PA DOE evaluation supports this fact
Self-load your own custom protocols on an easy to use menu or use one of six surveys provided to you that were pre-developed by Teachscape	No user tools for new protocols, have to use only the one the survey provided to you. Charged for creating new surveys, have to work with a customer service rep.	<ul style="list-style-type: none"> You can create as many surveys as you want (PE/Health, SIOP, etc.) With more options more usability will occur by leadership team
Most widely used observation system in the nation	Second-tier solution , few large clients	<ul style="list-style-type: none"> CWT is proven, scalable, etc. Used in over 1000 school districts nationally and internationally
Can use with or without internet access, works on telephone lines	Limited to devices with web browser	<ul style="list-style-type: none"> Not everyone has a Wi-Fi network
Teachscape CWT costs: <ul style="list-style-type: none"> Year 1: \$800 a school / unlimited users Year 2: \$500 a school / unlimited users 	iObservation pricing: <ul style="list-style-type: none"> Year 1: \$1,500 per site (2 Observer licenses and 5 Teacher licenses) Year 2+: \$500-\$1,000 per site 	<ul style="list-style-type: none"> Cost effective better product Do not have to saddle your budget Allow for peer and coaching walkthroughs Allow as many people as you want to get a username



Online PD

Why online?

- \$.31/mi
- No PD budget
- Targeted PD (PD IEP)
- Convenience
- Accountability



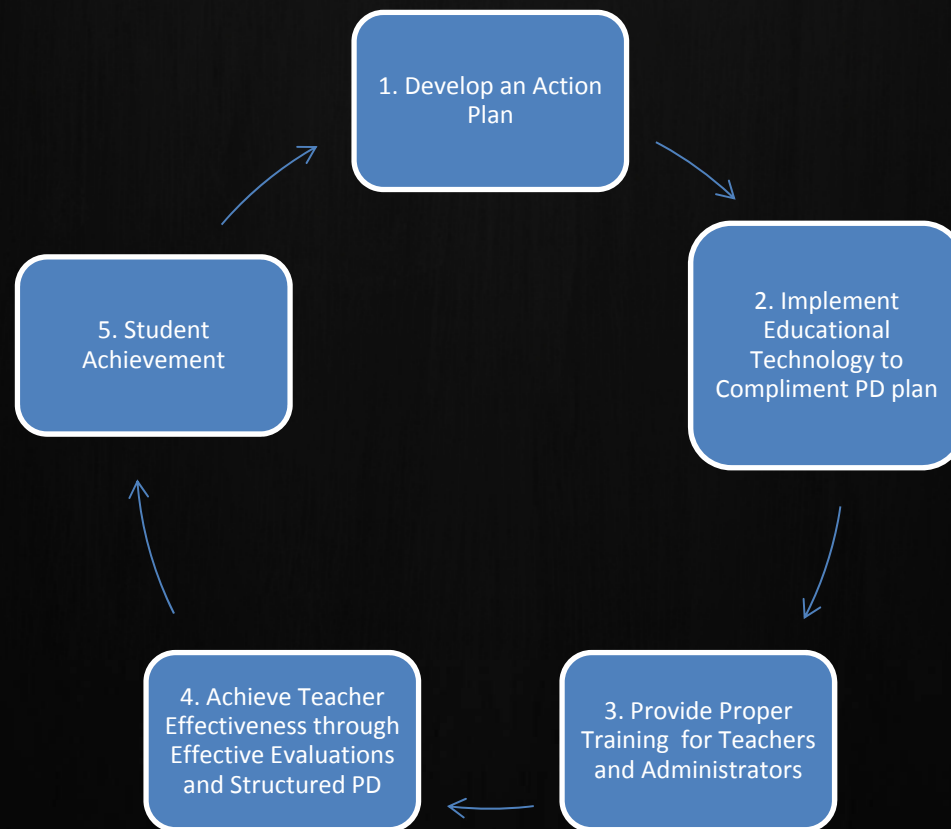
Teachscape vs. PD360

Teachscape	PD360	Why Care?
TXL is an open content online professional development system. Districts can easily upload their own video, classroom artifacts, and documents, and build their own customized online professional development courses.	PD 360's system makes it hard to upload local content and users can only upload video. PD 360 has limited or nonexistent tagging capabilities for user-uploaded content.	-The more complicated the less it will be used -Use the courses and content your PD has already developed
TXL provides a high quality online library of professional development videos that was purpose-built for blended learning, with separate video clips of classroom examples and expert commentary.	PD 360 only includes videos. They have no artifacts of classroom work, sample teacher materials or student work. PD 360's clips are long and users have to scroll to the right time code to watch the right segment. Searching is clunky and hard to use. It is hard to create new courses, and functionality is not drag and drop.	-Quality videos that were developed for streaming online will keep people interested -Each video is part of an extensive course for outcomes based learning
The TXL library goes beyond video to include sample rubrics, student work samples, teacher instructional materials, and student handouts, so that online videos are grounded in real artifacts of the classroom that can be directly applied.	School Improvement Network sells books and CDs but cannot help the district deliver outcomes-based professional development. "Reflection" and "Follow Up" questions are the same for every video.	-Each participant goes through a whole course built around pedagogy which used the video as support and is uniquely built -Outcome based learning
In-depth targets library that ACTUALLY instructs teachers around, elementary – Algebra II Math, Literacy, ELL, High Yield Strategies, Science	Shallow courses that just focus on the surface but do not delve deep into each subject area and do not focus on teaching specific content area skills .	- Just providing a video does not work you need instruction to follow

Teachscape vs. PD360

Teachscape	PD360	Why Care?
<p>TXL platform makes it easy to customize and differentiate professional development with the media tool. Drag and drop video, instructional resources, and other learning content to create and assign customized online learning.</p>	<p>The Focus-Objectives tool allows authorized users to create new folders, name the folders, add video content to the folders and assign access to the folders based on basic district or state level roles . The content uploaded can't be combined with their own content to create new courses.</p>	<ul style="list-style-type: none"> -Upload multiple types of media -Easy to use system -Assign to people and place in learning groups
<p>With TXL it is easy to find the teaching example, video clip, or rubric you are looking for. All TXL clips are tagged with multiple keywords, and can be easily browsed, searched and filtered by multiple criteria.</p>	<p>Searching in PD 360 is hard and content is not well tagged. There is no way to see a list of all tags so the user has to guess at search terms. Searching is inconsistent: a search for Math brings up different results from a search for Mathematics. Search terms and tags are not user-updatable. May or may not be able to search through user-uploaded content.</p>	<ul style="list-style-type: none"> -Quality searches -Find the content you need quickly instead of searching through thousands of options
<p>All videos are current and relevant. They were developed to be provided online.</p>	<p>PD 360's library is old, low quality footage shot for the VHS-based Video Journal of Education. It is designed for an old and passive professional development learning model. To make PD 360, SIN just digitized old VHS tapes and put them online. Videos are not broken into separate clips of expert commentary and classroom video. Users have to wait for a clip to load then shuttle to the right location in the clip to see a particular example. Clips are often of low quality in terms of pedagogical content and production quality (i.e. not good classroom examples, inarticulate)</p>	<ul style="list-style-type: none"> -Education is continually changing -Educators learn the most up to date and best techniques - Providing just any video does not work

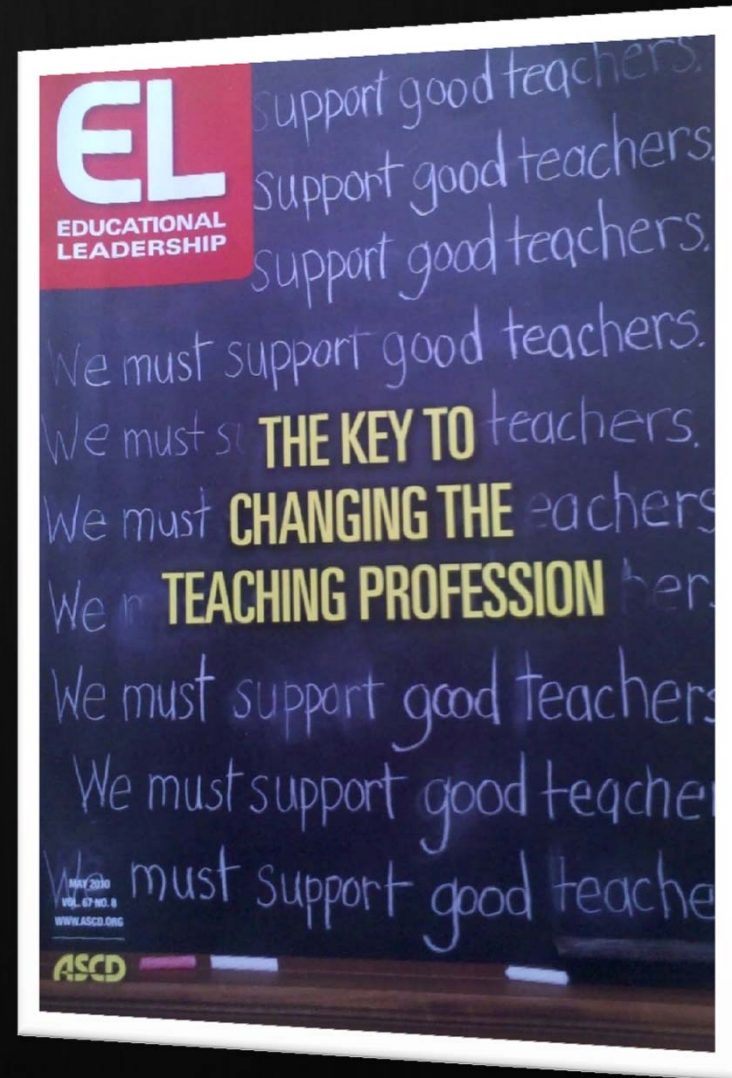
Bringing it All Together: Teacher Effectiveness



The Outcomes

- **Motivated administrators**
- **Real data-driven decisions**
- **Increased accountability**
- **Targeted professional development**
- **Less paper!**
- **No more valentines** *(almost)*

The *real* key to changing the teaching profession...



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“All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents.”

-John F. Kennedy

